A Study on Administrative Improvement of Employee Retention In A Higher Education Institution In Trichy District

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Abstract- Faculty retention and employee turnover are main apprehension for higher education institutions because they are losing highly qualified staff to the private sector and to other higher education institutions that are able to offer better rewards and benefits. The turnover of talented employees is therefore a foremost concern for the institution under the research. The retention and voluntary turnover decisions among a workforce of 250 employees was thus research. The expose commends that a talent retention instrument be developed. In accumulation, it make a payments to the literature on preservation and earnings of high-performing employees, as it emphasizes the importance of measuring member of staff turnover.

Keywords- high-performing staff, organizational environment investigation, turnover, voluntary turnover, intention to leave, retention.

I. INTRODUCTION

The requirement to create a center of attention and maintain high-performing employees is both a concern and a challenge for organisations in universal. Given the endeavor and expenditure that go into employment and retention, does this not imply that affected organisations – and definitely higher education institutions as discussed in this article – should be paying more attention to determining why their employees leave? The Trichy district community performs institute in its annual HR survey that a significant 36 per cent of Trichy district administrations don't concern themselves with this experience at all. Nonetheless, 42 per cent of them did specify the stuff of talent retention as a main concern. Administration at the institution under research, prior to the commencement of the present study (and having documented retention as one of the pillars of its talent administration strategy) had already deemed it essential to examine the stuff. According to Robyn (2012, 1), talent retention has become a major concern for the higher education sector because of an aging workforce and limited prospects of recruiting and retaining young, talented individuals. Robyn (2012, 1) further states that the strength of an institution lies in its human capital and that it is therefore important to align human resource policies and procedures so as to attract and retain skilled employees. Retention is defined as the effort by employers to retain talented and high-performing employees in order to achieve organizational objectives (Fatima 2011, 25). Retaining high-performing employees or the 'best professional talent' is of great significance to organisations as it eliminates the recruitment, selection and on-boarding costs that would otherwise be incurred in replacing them (Tymon, Stumpf and Smith 2011, 293). In addition, it maintains continuity in their area of expertise. Turnover among top talent is a major concern for the higher education institution investigated here and, for this reason, the researchers took the decision to investigate retention and voluntary turnover decisions within the institution.

II. THEORETICAL BACKGROUND

1. Turnover

Employee turnover, and especially turnover of top talent, has been a concern for psychologists and managers for many years (Masoga 2013) and, as a result, has received considerable attention in literature. Masoga (2013) further states that it is one thing to understand why employees leave, but to reduce turnover of and retain high-performing employees is a challenge for most organisations. The need for organisations to measure employee turnover is substantial because that measure is a predictor of organizational effectiveness (Masoga 2013). Van Zyl (2011) defines turnover as 'an employee's decision to leave the organization', thereby reflecting some form of decision-making on the employee's part.

Vandenberg (1991) as cited in Taylor, Murphy and Price (2006) further states that when an employee starts contemplating leaving the organization (intent) turnover

automatically increases. Griffeth and Hom (2001) in Mitiku (2010) distinguish between voluntary and involuntary turnover. Voluntary turnover occurs when the employee chooses to leave the organization (i.e. resign) and thereby terminates the employer–employee relationship. The decision and control therefore lie with the employee (Masoga 2013, 79). Voluntary turnover is further categorised into functional turnover (exit of sub-standard or poor performers) and dysfunctional turnover (exit of effective performers).

(Mitiku 2010). According to Buck and Watson (2002) dysfunctional turnover correlates with a decline in morale and productivity among the remaining employees and is often undesirable, disruptive and costly for the organization. Involuntary turnover, on the other hand, is based on reasons beyond the employee's control – for example, retrenchment, dismissal, retirement, ill-health and death. In such instances, the better-performing employee is generally retained (Brown 2009). The current research study focuses on voluntary turnover because the aim of the study is to determine which factors contribute to an employee's intention to leave or to stay, and to develop a retention tool to limit dysfunctional turnover.

2. Environmental variables

Two environmental variables have been identified as possible determinants of turnover, namely opportunity and kinship responsibility. 'Opportunity is the availability of alternative jobs in the environment' and the more job opportunities there are, the more aware the employee will be. Kinship responsibility, on the other hand, refers to the employee's responsibility towards relatives (such as parents, children, and grandparents) living in the community. The existence of kin produces a sense of obligation in the employee, who is therefore less likely to quit his/her job. Kinship responsibility therefore reduces turnover. This variable does not form part of this study.

3. Individual variables

Four individual variables have been investigated, namely general training, job involvement, positive affectivity and negative affectivity. According to Price (2000, 604–605), increased training opportunities produce a greater amount of turnover; secondly, increased job involvement leads to more rewards and job satisfaction and thus reduces turnover; and, lastly, high positive affectivity (favourable emotional state) increases job satisfaction and reduces turnover (this variable does not form part of this study).

4. Structural variables

Seven structural variables have been identified, namely autonomy, justice, stress, pay, promotional chances, reutilization and social support (Price 2000). Price (2000) found that autonomy, distributive justice, sufficient compensation, promotional chances and social support reduce turnover due to their positive impact on job satisfaction. Job stress and reutilization, on the other hand, decrease turnover due to their negative influence on job satisfaction. This variable is applicable to this study as it links with the organizational environment investigation undertaken.

In summary, an employee will typically become dissatisfied with his/her job, search for alternative career opportunities and compare them with his/her current job, and will depart if any of the alternatives are considered to be better than the current situation. The traditional turnover process has been described as beginning with employee dissatisfaction, thoughts of quitting, undertaking a job search and evaluating the prospects, and as culminating in a decision to resign. Intent to leave, the antecedent to turnover, is the employee's own estimation of the probability that he/she will be resigning. Here, an increased intent to leave corresponds with a resultant higher turnover. Consequently, this investigation examines both intent to leave and those organizational environment - related variables that might affect turnover and retention.

5. Organizational environment variables (structural variables) and turnover

Organizational environment is defined as the employees' perceptions of the organization. (Grobler and Steyn 2010). For the purposes of this study, the relationships between six organizational environment variables (Leadership, My director, Organizational citizenship, Compensation, Interpersonal relationships and Clients, capacity and values) and turnover have been examined.

5.1. Leadership and turnover

The relationship between leadership and turnover intention has been explored by a number of researchers (Long, Thean, Ismail and Jusoh 2012). Their results have generally shown that leadership is a key factor in reducing or mitigating turnover intentions. Wells and Peachey (2010) examined the relationship between leadership behaviours, satisfaction with the leader, and voluntary turnover intentions among 208 participants in the United States, and they found a direct negative relationship between leadership behaviours and voluntary turnover intentions. Also, satisfaction with leaders mediated the negative relationship between leadership behaviours and turnover intent. (Wells and Peachey 2010). Gul, Ahmad, Rehman, Shabir and Razzaq (2012), Martin and

Epitropaki (2001) in Long et al. (2012) and Bycio, Hackett and Allen (1995) in Wells and Peachey (2012) also found that there is a negative association between turnover intentions and leadership styles.

In summary, according to Wells and Peachey (2012), the rationale underlying the relationship between leadership and voluntary turnover is that the behaviours exhibited by leaders can be perceived by employees as indicators of organizational intentions. This is because leaders are the main source of information for employees about the goals and strategies of the organization.

5.2. Managerial style and turnover

Previous research indicates that the manager has an effect on the employee's intention to leave. For example, Boyle, Bott, Hansen, Woods and Taunton (1999) in Tourneau, Cummings, Cranley, Ferron and Harvey (2010) examined the effects of managerial characteristics on employees' intention to leave in the nursing sector. The researchers found that nurses with a higher intention to stay exerted higher influence on the manager.

In a similar study conducted by Tourneau et al. (2010) the researchers found that nurses' relationships with and support from their managers influenced their intention to remain employed. In another study conducted by Tourangeau and Cranley (2006) the researchers found no direct relationship between managerial support and intention to stay, but they did hypothesize that managerial support indirectly affects an employee's intent to remain employed, i.e. intent was mediated through job satisfaction. Finally, in studies conducted by Taplin and Winterton (2007), Tymon et al. (2011) and Maertz, Griffeth, Campbell and Allen (2007), the researchers found that the manager plays a greater role in turnover and retention than the literature often suggests.

5.3. Organizational citizenship and turnover

Citizenship develops through the 'voluntary efforts of employees to exceed prescribed instructions and tasks' (Paillé and Grima 2011). Citizenship is categorized as individual and organizational citizenship whereby individuals are viewed as members of the organization and citizenship is revealed as 'helping' (forms of behaviour which reflect social, moral or practical assistance). Helping may reflect traits such as altruism, conciliation, and courtesy. Organizational citizenship is expressed through civic virtue and sportsmanship (Paillé and Grima 2011).

5.4. Compensation and turnover

Snelgar, Renard and Venter (2013) investigated the impact of reward categories on the organization's ability to attract, motivate and retain employees among a sample of 250 participants. They found that base pay was the most important reward when attracting and retaining employees. Mohlala, Goldman and Goosen (2012) found that employees will leave the organisation if they are offered better salaries elsewhere. Moncarz, Zhao and Kay (2008) and Butt and Jinnah (2008, 184) found that rewards and compensation positively reduce non-administration employee turnover In summary, it could be concluded that a highly competitive salary will promote employee commitment and satisfaction and thus reduce turnover. Inadequate compensation, on the other hand, will increase turnover.

5.5. Interpersonal relationships and turnover

'Interpersonal relationships' refers to how employees interact with one another. Bertelli (2006) found that employees who perceive that they work with friendly people have lower turnover intentions, and this was confirmed by Golden (2007), who found that satisfaction with co-workers was negatively associated with turnover intention. Regts and Molleman (2012) also found that there is an indirect and negative relationship between interpersonal relationships and turnover intention. In summary, interpersonal relationships are negatively related to turnover intent.

5.6. Clients, capacity and values and turnover

The retention of skilled employees is a serious concern for managers worldwide. According to Samuel and Chipunza (2009), the business environment has become very competitive and skilled employees are the differentiating factor for most organisations. Skilled employees are therefore inclined to leave the organization when they are offered better incentives at another organization (Samuel and Chipunza 2009). Consequently, the more talented the employee the more likely he/she is to leave the organization.

6. Turnover at higher education institutions and an acceptable turnover rate

faculty retention has become a major concern for all organisations in Trichy district, and especially in the higher education sector, which is facing an aging workforce and limited prospects of recruiting and retaining young talented individuals (Robyn 2012). Higher education institutions are also particularly vulnerable to losing their highly-qualified staff to the private sector and to other higher education institutions that offer better rewards and benefits (Ngobeni and Bezuidenhout 2011). In a study conducted by Daly and Dee

(2006), the researchers made use of Price and Mueller's Causal Model of Turnover to determine the intent to stay of 1 500 participants at 15 urban universities in the United States. The results indicated that autonomy, communication openness, role conflict and distributive justice – as well as the two intervening psychological variables (job satisfaction and organizational commitment) – had a significant positive effect on intent to stay (Daly and Dee 2006).

III.   PURPOSE/OBJECTIVES OF THE STUDY

The purpose of this study is to examine intentional turnover at an open distance learning higher education institution in   district. The results of the examination will allow the researchers to decide trends and tendencies as well as whether it is essential to increase a common retention strategy for the establishment or to implement personalized retention tools for specific groups within the organization.

IV.   RESEARCH OBJECTIVES

The following research objectives are addressed in this article:

1.   To analyze the organizations voluntary member of staff turnover trends based on demographic and performance-related variables
2.   To analyze the results of an organizational environment investigation completed both by respondents intending to leave the organization and by respondents intending to remain in the occupy of the organization, with analyses of the organizational environment investigation   the proportions and composition of each group as well as differences between them
3.   To determine which of the six organizational environment investigation factors contribute (variance explained) to employees' intention to leave or to stay, and how that factor impacts on the different demographic variables
4.   To make recommendations in terms of employee retention at the organization.

V.   RESEARCH METHODOLOGY

The present study is descriptive one and it is based on an administrative improvement of employee retention in a Higher Education Institution in Trichy and District. The high-performing staff, organizational environment investigation, turnover, voluntary turnover, intention to leave, retention, Leadership, My manager, Organizational citizenship, Compensation, Interpersonal relationships, Clients, capacity and values are the dimensions of the study.

Sources of Data Used

Both types of data i.e., secondary and primary data have been used in the present study. The secondary data was collected at first form the text books, web sites, journals and other secondary sources. The primary data was collected then from the sample employees. The primary data collected from the 250 patients was put into reliability test accordingly.

Sampling

The staff of 250 was targeted to participate in the organizational environment investigation survey. Staff composition was made up of permanent and non-permanent employees, all of whom were either permanently appointed or on fixed-term contracts. The roles of the staff were categorized as academics, professionals and support staff. The demographic information used was collected by means of the organizational environment investigation questionnaire.

Data collection process/measurement instruments

The retention of staff is considered to be a high priority within the organization concerned, and this study was mandated through the organization's existing institutional operational plan as part of the established talent management strategy. Permission was obtained from the ethics committee to conduct the study. Permission to access the organization's Human Resource Information System (HRIS) in order to obtain the required employee turnover data was also obtained.

This design was deemed appropriate for this study as it will be able to better describe relationships between organizational environment (as independent variable) and the intention/propensity to leave the organization as dependent variable. Cross-sectional studies are in general easier to conduct because the researcher can collect all of the needed data at a single time (Moutinho and Hutcheson 2011, 68). Considering that this project has a tight schedule and must be completed within a year, a cross-sectional study was considered more appropriate.

In terms of the organizational environment investigation, all the staff members were invited via e-mail to participate in the survey. The e-mail sent to each affected staff member contained a link to the online questionnaire. This method of data collection is appropriate because it is inexpensive and not too time consuming. In addition, data entry is automated and a large amount of data can be obtained in a relatively short period of time.

Measurement Scale

Apart from the demographic and employee retention (organizational environment investigation) decision dimensions which are analyzed with nominal scaling, employee retention is measured with ordinal five point scaling such as not at all aware, slightly familiar, somewhat aware, moderately aware, and extremely aware. employee retention (organizational environment investigation) survey is measured with the help of 7 point scale such as strongly disagree, disagree, slightly disagree, neither agree nor disagree, slightly agree, agree and strongly agree and Patients retention is measured by means of 7 point scale such as strongly disagree, disagree, slightly disagree, neither agree nor disagree, slightly agree, agree and strongly agree.

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0.747	60

As the Cronbach's alpha of seven parameters (The high-performing staff, organizational environment investigation, turnover, voluntary turnover, intention to leave, retention, Leadership, My manager, Organizational citizenship, Compensation, Interpersonal relationships, Clients, capacity and values) reveal 0.6 and more than 0.747 as alpha. So, it is confirmed that the data are highly reliable and valid for analysis. The following table shows that, the Cronbach's alpha value for every dimension of organizational environment investigation.

DATA ANALYSIS AND INTERPRETATION
MEAN AND STANDARD DEVIATION FOR EMPLOYEE TURNOVER IN A HIGHER EDUCATION INSTITUTION IN TRICHY DISTRICT

Table 2. Mean and standard deviation for employee turnover in a higher education institution in Trichy district

Mean and standard deviation for employee turnover in a higher education institution in Trichy district	Mean	Std. Deviation
The contract has expired	5.37	1.151
Deceased	5.32	1.095
Dismissal	5.23	1.019
Early retirement	5.32	1.242
Health retirement	5.38	1.156
Resignation – permanent appointment	5.26	1.265
Resignation – contract appointment	5.20	1.446
Retirement	5.20	1.215
Voluntary early retirement	5.02	1.325
Redundancy/retrenchment	5.35	1.265

Source: Output generated from SPSS 20

From the above table, the identified mean for all the attributes of the employee turnover in a higher education institution in Trichy district factors involved rendering in employee retention adopted by higher education institution shows that, 'The contract has expired Deceased, Dismissal, Early retirement, Health retirement, Resignation – permanent appointment, Resignation – contract appointment, Retirement, Voluntary early retirement and Redundancy/retrenchment' falls on the scale as Slightly agree.

The attributes considered under employee turnover such as 'Resignation – permanent appointment, Resignation – contract appointment, Redundancy/retrenchment and Voluntary early retirement' shows stability on the scale as agree. The standard deviation of the respective attributes shows that the factors that deviates more towards the scale Strongly agree from Agree is 'Resignation – permanent appointment, Resignation – contract appointment, Redundancy/retrenchment and Voluntary early retirement'. However, the standard deviation alone is not particularly useful without a context within which one can determine a meaningful result. The above result shows that employee turnover over the Institutions explores that the employees are involved in decision making which is felt as an agreeable factor by the respondents, thereby it is the more important perceived characteristic of the employees that instigate implementation of management strategies to attract and retain employees.

ANALYSIS OF OVERALL SATISFACTION OF THE EMPLOYEES ON ORGANIZATIONAL ENVIRONMENT INVESTIGATION IN A HIGHER EDUCATION INSTITUTION IN TRICHY DISTRICT BY USING THE NEURAL NETWORK (NN) METHOD

The Neural Network architecture, used in this study, is a multilayer feed forward network using SPSS 20. The architecture which provides the best fit for the data is the network with three hidden layers and an output layer. The learning and momentum parameters are 0.6 and 0.9 respectively and error convergence falls below 0.01 Percent. Tan sigmoid is the activation function chosen for the hidden layers, and the pure linear function is used to get the output layer which is the real time values. The architecture which provides the best fit for the data is the network with seven input layers, sixty covariate variables and one hidden layers and one output layer, as shown in figure 1.
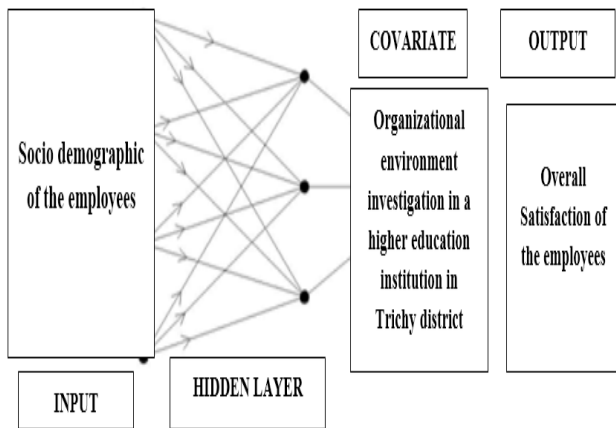
Figure 1. Basic Neuron Model for overall satisfaction of the employees Organizational environment investigation in a higher education institution in Trichy district

The neural network model stems from the studies on the working of human brain systems, and serves as an associative memory between the input and output patterns. These models contain many densely interconnected elements called Neurons or Nodes. The neuron has a set of "n" inputs "x"j, where the subscript "j" takes a value from 1 to "n" and indicates the source of the input signal.

Each input "x"j is weighted before reaching the main body of the processing elements, by the connection strength or weight factor "wj". (Multiplied by"wj"). In addition, it has a bias term "w"0, a threshold value that has to be reached or exceeded for the neuron to produce a signal, a non-linearity function F that acts on the produced signal (or activation) R, and an output O. The non-linearity function used in this network is the sigmoid. The sigmoid is very popular because it is monotonic, is bounded, and has a derivative: f''(s) = kf (s) [1-f(s)]. The model used in this work is the Feed Forward Multilayer perception, using the Back Propagation Algorithm. Where (4-3-1)

7-Input layers
60-Covariates layers
1-Hidden layers
1-Output layer

All inputs are analyzed in the experimental validation part, with appropriate output results by the illustration of graphs so that the influences of the parameters of tensile strength are taken into consideration. The network information presented in the table. The validation of the estimated NN and Experimental value illustrations is shown in Figure.

Table 3. Model Summary for Neural Network Model for Organizational environment investigation in a higher education institution

Training	Sum of Squares Error	32.094
	Relative Error	.371
	Stopping Rule Used	1 consecutive step(s) with no decrease in error[a]
	Training Time	0:00:00.08
Testing	Sum of Squares Error	20.995
	Relative Error	.488
Dependent Variable: overall satisfaction of the employees		
a. Error computations are based on the testing sample.		

Source: Output generated from SPSS 20

Table 4. Neural Network Model for overall satisfaction of the employee on Organizational environment investigation in a higher education institution

Input Layer	Factors	1	Gender
		2	Age
		3	Marital Status
		4	Role
		5	Employment type
		6	Tenure
		7	Annual Income
	Covariates	1	In general, policies are applied fairly and consistently
		2	The culture of the university maintains and promotes pride and a sense of continuing excellence
		3	We are constantly seeking new and better ways of doing things
		4	The current structure (levels of management) allows me to be effective as an employee
		5	The university values and promotes creativity and innovation
		6	Communication between employees and management is effective

		7	Communication between levels of management is effective
		8	The university cares about its employees
		9	We value the many different opinions of our employees
		10	The university's leadership know what is going on in the institution
		11	The university's leadership make decisions with courage and conviction
		12	The university's leadership are making effective changes to help the institution be successful
		13	The university's leadership communicate a clear and compelling vision for the institution
		14	The university's leadership act in a manner that is consistent with our institution's values
		15	The university's leadership are committed to serving the needs of others first
		16	The university's leadership build effective relationships with all employees
		17	The university's leadership communicate effectively and transparently to all employees
		18	I am satisfied with my opportunities for growth and development at the university
		19	I am encouraged to come up with new ideas and suggestions for improving our work

		20	I am consulted on important matters that affect my job
		21	My director expects a high quality of work from everyone
		22	My performance is assessed against clear and measurable objectives
		23	I receive regular training to do my job to the best of my ability
		24	I can speak openly without fear of victimization
		25	I clearly understand what my manager expects of me in my job
		26	My director distributes work evenly among our team
		27	My performance goals and objectives are established in consultation with my supervisor
		28	I usually hold discussions with my line manager about my career aspirations
		29	My performance feedback discussions (formal and/or informal) are constructive and valuable to me
		30	My director is easily available/ accessible to me
		31	My director listens to me and is responsive to my concerns
		32	My director creates an environment of support and trust
		33	My director regularly recognizes me for doing a good job
		34	My director gives me regular feedback on how I am doing

		35	My director helps me develop my skills and abilities
		36	The institution has clear strategic priorities and goals to reach our objectives
		37	I am willing to go the extra mile when necessary
		38	Overall, I am committed to doing my best work at the university
		39	I clearly understand the university's vision, mission and values
		40	I willingly support my the university's vision, mission and values
		41	There is a clear link between my performance and pay
		42	I am satisfied with the benefits packages provided by my institution
		43	I feel that my total compensation package is fair compared to similar jobs in the market
		44	I believe my pay matches my job role and responsibilities
		45	I feel supported by other employees even in the face of challenging situations
		46	Communication amongst members of my department is effective
		47	I enjoy working with the people in my team
		48	The people I work with treat me with respect
		49	People within my department collaborate with each other and work as a team
		50	The people I work with help each other when needed

		51	We have the right employees in job roles that fit their experience, skills and career goals
		52	We are raising the talent levels of our lecturers through appointments/promotion
		53	We attract and hire talented lecturers at the university
		54	Meeting the aspirations and expectations of our learners is a top priority at the university
		55	Employees behave in a way that reflects our value of Social Justice and Fairness
		56	We appreciate and understand the aspirations of our learners with regard to their education
		57	We maintain very high standards of quality education at the university
		58	Our lecturers instill a passion for learning
		59	Employees behave in a way that reflects our value of Integrity
		60	Employees behave in a way that reflects our value of Excellence
	Number of Units[a]	82	
	Rescaling Method for Covariates	Standardized	
Hidden Layer(s)	Number of Hidden Layers	1	
	Number of Units in Hidden Layer 1[a]	1	
	Activation Function	Hyperbolic tangent	

Output Layer	Dependent Variables	1	overall satisfaction of the employees
	Number of Units		1
	Rescaling Method for Scale Dependents		Standardized
	Activation Function		Identity
	Error Function		Sum of Squares
a. Excluding the bias unit			

Source: Output generated form SPSS 20.

The factors of Organizational environment investigation in a higher education institution model parameters are modeled by using the Neural Network Method. The parameters are optimized so as to determine the set of parameters, which will influence the increase in the Overall satisfaction of the employee towards, Neural Networks Architecture and network information.

Table 5. Independent Variable importance for Neural Network Model for the overall satisfaction of the employees Organizational environment investigation in a higher education institution

Independent Variable Importance	Importance	Normalized Importance
Gender	.002	1.3%
Age	.017	11.5%
Marital Status	.009	5.9%
Role	.011	7.8%
Employment type	.000	0.1%
Tenure	.009	6.1%
Annual Income	.014	9.2%
In general, policies are applied fairly and consistently	.006	4.3%
The culture of the university maintains and promotes pride and a sense of continuing excellence	.006	4.2%
We are constantly seeking new and better ways of doing things	.003	1.9%
The current structure (levels of management) allows me to be effective as an employee	.027	18.0%
The university values and promotes creativity and innovation	.003	1.9%
Communication between employees and management is effective	.001	0.7%
Communication between levels of management is effective	.015	10.0%
The university cares about its employees	.002	1.2%
We value the many different opinions of our employees	.148	100.0%
The university's leadership know what is going on in the institution	.025	16.9%
The university's leadership make decisions with courage and conviction	.047	32.0%
The university's leadership are making effective changes to help the institution be successful	.021	13.9%
The university's leadership communicate a clear and compelling vision for the institution	.018	12.1%
The university's leadership act in a manner that is consistent with our institution's values	.024	16.1%
The university's leadership are committed to serving the needs of others first	.004	2.6%
The university's leadership build effective relationships with all employees	.008	5.7%
The university's leadership communicate effectively and transparently to all employees	.008	5.2%
I am satisfied with my opportunities for growth and development at the university	.002	1.4%
I am encouraged to come up with new ideas and suggestions for improving our work	.017	11.4%
I am consulted on important matters that affect my job	.033	22.2%
My director expects a high quality of work from everyone	.002	1.5%

My performance is assessed against clear and measurable objectives	.022	15.2%	I clearly understand the university's vision, mission and values	.016	10.9%
I receive regular training to do my job to the best of my ability	.010	7.0%	I willingly support my the university's vision, mission and values	.007	4.7%
I can speak openly without fear of victimization	.007	4.8%	There is a clear link between my performance and pay	.002	1.2%
I clearly understand what my manager expects of me in my job	.021	14.0%	I am satisfied with the benefits packages provided by my institution	.003	2.3%
My director distributes work evenly among our team	.003	2.3%	I feel that my total compensation package is fair compared to similar jobs in the market	.025	17.0%
My performance goals and objectives are established in consultation with my supervisor	.005	3.4%	I believe my pay matches my job role and responsibilities	.022	15.0%
I usually hold discussions with my line manager about my career aspirations	.011	7.3%	I feel supported by other employees even in the face of challenging situations	.002	1.2%
My performance feedback discussions (formal and/or informal) are constructive and valuable to me	.002	1.1%	Communication amongst members of my department is effective	.017	11.8%
My director is easily available/ accessible to me	.018	12.4%	I enjoy working with the people in my team	.002	1.2%
My director listens to me and is responsive to my concerns	.006	4.1%	The people I work with treat me with respect	.006	4.0%
My director creates an environment of support and trust	.016	10.9%	People within my department collaborate with each other and work as a team	.017	11.4%
My director regularly recognizes me for doing a good job	.009	5.9%	The people I work with help each other when needed	.004	2.4%
My director gives me regular feedback on how I am doing	.015	9.9%	We have the right employees in job roles that fit their experience, skills and career goals	.028	18.9%
My director helps me develop my skills and abilities	.010	6.6%	We are raising the talent levels of our lecturers through appointments/promotion	.003	2.0%
The institution has clear strategic priorities and goals to reach our objectives	.003	2.1%	We attract and hire talented lecturers at the university	.029	19.9%
I am willing to go the extra mile when necessary	.029	19.7%	Meeting the aspirations and expectations of our learners is a top priority at the university	.036	24.5%
Overall, I am committed to doing my best work at the university	.033	22.0%			

Employees behave in a way that reflects our value of Social Justice and Fairness	.015	10.1%
We appreciate and understand the aspirations of our learners with regard to their education	.009	6.3%
We maintain very high standards of quality education at the university	.016	11.0%
Our lecturers instill a passion for learning	.010	7.0%
Employees behave in a way that reflects our value of Integrity	.007	4.5%
Employees behave in a way that reflects our value of Excellence	.024	16.1%

Source: Output generated from SPSS 20
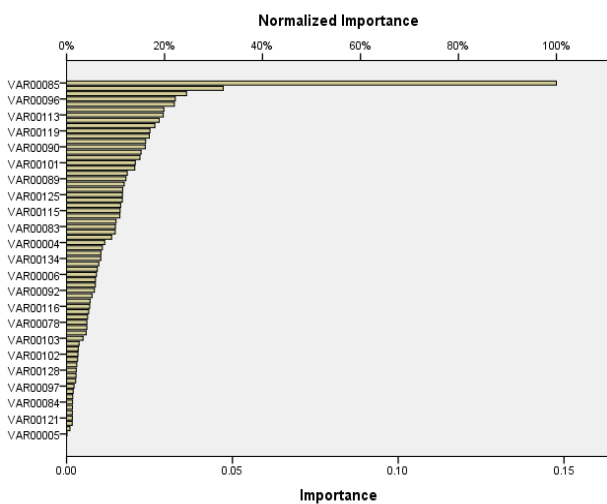
Figure 2. Normalized importance for overall satisfaction of the employees Organizational environment investigation in a higher education institution

The table and diagram shows the Organizational environment investigation in a higher education institution are respect of "We value the many different opinions of our employees" is contribute more towards the output of employee retention in major areas like higher education institution.

The result determines the fact that almost all the attributes under Organizational environment investigation on involvement are important and the most influencing factor is identified as 'We value the many different opinions of our employees'. This may be because the Organizational environment investigation on involvement towards

management strategies to attract and retain employees influences employees involvement and expectations towards the job apparently. This may make them feel involved in all activities of the company. Hence among all other attributes, the above said factors are the most influencing variable.
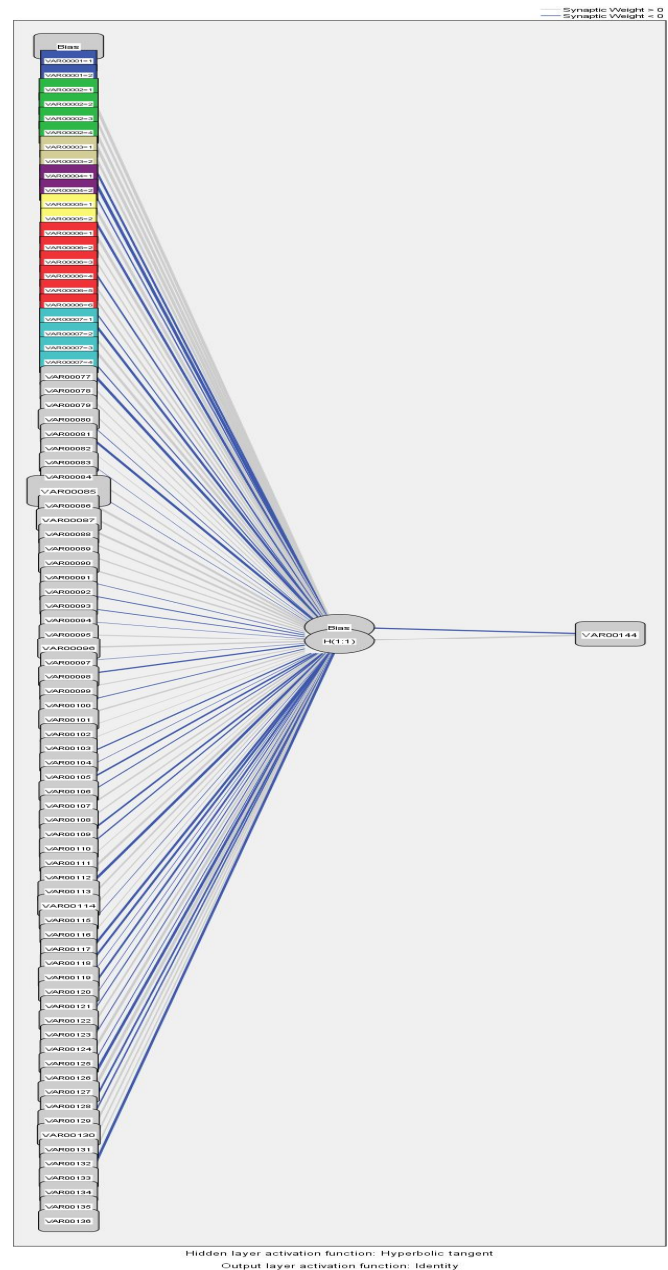

Figure 3. Network Model for overall satisfaction of the employees Organizational environment investigation in a higher education institution

VI. DISCUSSION

Turnover

The results of this investigation indicate that the employee turnover rate for the institution The attributes considered under employee turnover such as 'Resignation – permanent appointment, Resignation – contract appointment, Redundancy/retrenchment and Voluntary early retirement' shows stability on the scale as agree. The standard deviation of the respective attributes shows that the factors that deviates more towards the scale Strongly agree from Agree is 'Resignation – permanent appointment, Resignation – contract appointment, Redundancy/retrenchment and Voluntary early retirement'. However, the standard deviation alone is not particularly useful without a context within which one can determine a meaningful result. The above result shows that employee turnover over the Institutions explores that the employees are involved in decision making which is felt as an agreeable factor by the respondents, thereby it is the more important perceived characteristic of the employees that instigate implementation of management strategies to attract and retain employees.

It is important to note that the voluntary turnover rate of the academic environment was higher than that of the professional and support environment and that the demographic group that reported the highest voluntary employee turnover rate was the Indian female group in the academic environment, followed by the male group, also in the academic environment.

The employees intention to go away (an predecessor to turnover) was further used to determine which groups were more predisposed to voluntary employee turnover. The high risk groups were educational employees followed by the Trichy groups. There are, however, factors such as age and tenure that also contributed to purposes to leave, but these were more connected to accepted attrition, namely retirement, death, and medical boarding.

Organizational environment investigation

The Organizational environment investigation was used to determine how employees perceive their work environment by assessing the general perceptions of the staff against the six human capital drivers.
Factors that had a positive relationship on the participants' intention to stay were

Organizational citizenship (26%), followed by Leadership (17%), My director (17%) and Compensation (9%). Interpersonal relationships and clients, capacity and values did not contribute to the susceptibility to stay. These results are dependable with the findings of the literature. Paillé and Grima (2011) found that employees who show lower levels of organizational citizenship behaviour are more likely to leave the organization than employees who show high levels of organizational citizenship. This notion is also supported by Coyne and Ong (2007). Gul et al. (2012, 44), Long et al. (2012, 576) and Wells and Peachey (2010) perceived a negative relationship between leadership and intention to leave: i.e. if employees are satisfied with their leader, their likelihood of leaving the organization is reduced. Employees leave if their managers fail to lead them – this was confirmed by Maertz et al. (2007), Taplin and Winterton (2007), Tourangeau et al. (2010), and Tymon et al. (2011). Lastly, literature confirms that competitive salaries will promote employee commitment and satisfaction, and thus reduce the employee's intent to leave (Butt and Jinnah 2008; Mohlala et al. 2012; Moncarz et al. 2008; Snelgar et al. 2013). The result determines the fact that almost all the attributes under Organizational environment investigation on involvement are important and the most influencing factor is identified as 'We value the many different opinions of our employees'. This may be because the Organizational environment investigation on involvement towards management strategies to attract and retain employees influences employees involvement and expectations towards the job apparently. This may make them feel involved in all activities of the company. Hence among all other attributes, the above said factors are the most influencing variable.

In summary, the following conclusions could be drawn: (1) the turnover rate of the institution was within an acceptable range (5.26%); (2) dysfunctional turnover was marginal because employees with below standard performance ratings had voluntarily resigned from the organization; and (3) four Organizational environment investigation factors – Organizational citizenship, Leadership, My manager and Compensation – were positive predictors of the employees' intent to stay.

VII.   RECOMMENDATIONS AND CONCLUSION

Conclusion, it was not considered required to increase a retention implement for the institution for the reason that (1) the turnover rate is contained by an acceptable range and (2) dysfunctional turnover is not a anxiety. It was recommended, however, that a retention instrument equipment be developed to assist line directors regarding options for retaining high-performing employees who have indicated that they intend to leave. Such a retention tool may include career discussions, setting of personal goals, aligning organizational and personal goals, mentoring, coaching, identification and facilitation of developmental and training needs, and lastly requests for adjusted remuneration.

Based on the findings and conclusion of the study, the following recommendations can be made:

Firstly, in this study, the voluntary employee turnover rates were within an acceptable range and there were no high risk groups identified. It is therefore recommended that administration rather focus on specific high-performing valued employees and not on generic institutional plans and strategies. Secondly, because turnover might be due to inadequate hiring practices (a conclusion derived from the low performance rates among leavers), it is recommended that appropriate selection processes be utilized. Such processes may, for example, include presenting applicants with realistic job previews, invoking certain organizational activities such as induction and orientation programmes, and analyzing data related to recruitment sources. Thirdly, it is recommended that organisations focus on organizational commitment, engagement and citizenship to improve retention. Such a focus has been shown to have a significant negative association with employee turnover and come out to be a straight predecessor of employee intent to leave the administration. These concepts should be included in all HR and management development initiatives. Fourthly, continuous analysis should be conducted on turnover and the results should be included in the general talent management processes and in departmental and specific HR planning processes. Everyone in a managerial position, and within HR itself, must be held accountable for their role in reducing employee turnover. This requirement can even be included in the performance management system. Lastly, it is emphasized that employees are motivated by more than money. Higher order needs such as job enrichment practices, career growth, challenging assignments, feedback from peers, and better leadership, among others, become the hallmark of the organizational mindset. It is therefore important for management to create such opportunities.

Two possible limitations have been identified in the study. Firstly, two environmental variables have been identified as possible determinants of turnover, namely opportunity and kinship responsibility. These variables were not considered in this study and need to be further investigated. Secondly, the study was conducted in only one institution and the results may not, therefore, be generalized throughout the higher education sector.

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